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AUTHOR Hittleman, Daniel R.
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ABSTRACT

To provide instruction in work-related reading, writing, and mathematical computation, Jobs for Youth established a Right-to-Read Reading Academy. Program objectives were (1) to develop and expand work-related instructional tasks, competency pre- and post-tests, and work-related curriculum and (2) to provide service in this area for out-of-school, out-of-work youth with poor basic and job-related skills in New York City. Jobs for Youth's association with the public and private sectors of educational institutions and industry, community involvement, and qualified staff benefited the reading academy program. The program provided such retention incentives as stipends and job placement for participants recruited primarily through referrals. The Reading Academy project was incorporated into an educational services component of Jobs for Youth. Other components were employer services, counseling, and operations. Designed to equip youth with the functional competencies needed to make the transition to work, educational services used a competency-based curriculum to ensure a match between "academic" skills (education) and actual job demands (work). In a laboratory setting both commercial and "homemade" materials were used. Evaluation processes involved student assessment, formative program assessment, and summative evaluation. (YLB)

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FINAL REPORT

A WORK-RELATED FUNCTIONAL LITERACY PROGRAM

A RIGHT-TO-READ ACADEMY

1976 - 1979

Daniel R. Hittleman, Ed. D.
Project Director

CE023813

November 1979

Jobs for Youth, Inc.
1831 Second Avenue
New York, New York 10028

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PART ONE - GENERAL INFORMATION

Jobs for Youth-New York, Inc. is a private, nonprofit organization exempt from Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code.

Based on the needs in New York City, particularly for persons 16-21 years of age who live and work in the five boroughs, Jobs for Youth provided between 1976 and 1979, under Right-to-Read Academy funding, a work-related functional literacy program in reading, writing, spelling and mathematical computation and problem solving skills.

Jobs for Youth's clients consist almost entirely of individuals with incomplete or interrupted education. During the project, experience has shown that more than seventy percent of them read below the minimum standard set by the New York City Board of Education for acquiring a high school diploma. Also, a program of individualized instruction, combined with the incentive of a job (or better job) has motivated the participants in the educational services component of Jobs for Youth so they have worked to acquire basic literacy skills.

Jobs for Youth's program was advised by experienced professionals in the fields of education, social work and employment.

The staff was headed by an experienced educator who holds a Doctorate in Education (major area: Reading). The staff itself consisted of licensed teachers with advanced training in reading instruction, learning disabilities,

educational psychology and social work. The staff was supplemented by volunteers. A unique aspect of the program has been its affiliation with the graduate teaching training departments of local universities. The Jobs for Youth educational facility has provided field work placement for advanced degree students wishing to gain experience in the area of adolescent and adult illiteracy.

Jobs for Youth owns its own two story building in Manhattan. The second floor houses the educational laboratory that was specifically designed for the program. It consists of individual carrels, a group work area, private instructional areas and private office areas.

The funds obtained from Right-to-Read were supplemented by other government and private grants. These supplemental government grants came from the Law Enforcement Administration, the Fund for the Improvement of Postsecondary Education, and the Department of Labor. Private monies came from the Corporation for Public/Private Ventures and corporate and private foundations.

The objectives of the program were to develop and expand (a) work-related instructional tasks, (b) competency pre and post tests, and (c) work-related curriculum materials; to provide service in this area for an increasing number of out-of-school, out-of-work disadvantaged youth in New York City.

The project was designed to serve about 300 individuals during each of the three project years. This number consisted of approximately 200 new enrollees and 100 individuals who

continued their association with the program from previous years. The duration of each person's stay depended on his/her motivation and facility to learn. New enrollees remained in the program for approximately two and a half to three months during their first cycle in the program. Subsequent re-enrollments resulted in many youths being associated with the program for more than one year.

The specific objectives of teaching work-related reading, writing, and mathematical computation are stated in the following sections. Monitoring and evaluation was an integral part of the program. Progress checks were made of the youth's progress at specified intervals.

Finally, the Jobs for Youth, Inc. Educational Services in New York City was in continuous support of and interaction with the Educational Services of Jobs for Youth-Boston, Inc. and Jobs for Youth-Chicago, Inc. These programs were developed on the New York model program. The Boston and Chicago programs were replications of the New York program, and their creation occurred through supplemental funding obtained as a result of the recognition of the uniqueness of the original program in New York, supported by Right-to-Read funding.

PART TWO - PLANNING

Section 2.1 Identification of the problem

Jobs for Youth, Inc. has been providing vocational counseling and job placement services to the youth of New York City for over twenty years. For the past three years it has been providing work-related educational services in basic literacy through funding provided, in major part, by Right-to-Read. All of the services provided by the agency -- counseling, placement and education -- have grown out of an existing need in New York City.

The youth unemployment problem has been widely documented in newspapers, magazines and government reports. In addition, reports provided by the New York City Board of Education show that a majority of the high schools in Manhattan, Brooklyn and the Bronx have vast numbers of students who do not meet the minimum standard reading requirement for a high school diploma. Large numbers of youth have discontinued their education out of frustration over an inability to cope with the literacy demands in school. While illiteracy and unemployment cannot be casually linked, they can be intuitively. One need go no further than the findings of Jobs for Youth's activities to document the need for a work-related functional literacy program.

During the 1976-1979 period, approximately seventy percent of Jobs for Youth's total client population had not completed high school. The results of our standardized screening tests in reading and mathematics showed that in

reading, eighteen percent scored at or below a grade equivalency of 3.9; that twenty-five percent scored grade equivalencies between 4.0 and 6.9; and, that thirty-seven percent scored between 7.0 and 8.9. In mathematics, fifteen percent scored at or below the 3.9 equivalency; seventy-one percent between 4.0 and 6.9; and seven percent between 7.0 and 8.9. This means that of the approximate 3,000 youths who officially became Jobs for Youth clients during the grant period, almost 1,800 of them could not meet the City's minimum standard for reading and about 2,100 could not meet the standard for mathematics. The extent of the problem becomes staggering when one realizes that Jobs for Youth serves less than one percent of the number who "drop out" of high school each year.

Jobs for Youth selected the entire City as its geographic area and served clients who live in all five boroughs. The Jobs for Youth population distribution has been: forty-eight percent from Manhattan, twenty percent from the Bronx, twenty-four percent from Brooklyn, and eight percent from Queens and Staten Island. Approximately one-third of the clients have been young women.

The Right-to-Read Reading Academy, therefore, has always had a potential far exceeding its capacity.

Section 2.2 Identification of community resources

Unlike many newly established programs, Jobs for Youth has had a long history of strong association with the public and private sectors of educational institutions and industry. Jobs for Youth has served as a site for field experience for

graduate and undergraduate students from universities such as Columbia University and New York University, and has had many clients referred to it for vocational placement from New York City high schools. In addition, approximately 500 employers yearly contact Jobs for Youth when seeking to fill job positions. Jobs for Youth has also cooperated with Manhattan trade associations, Chambers of Commerce groups, and business and civic groups such as the Lions and Kiwanis Clubs, and the Yorkville Civic Council. Finally, Jobs for Youth has had a working relationship with about 150 public and private agencies, e.g., New York City Division for Youth, settlement houses, Departments of Parole and Probation of the State Supreme Court and Manhattan Criminal Court, churches, the Legal Aid Society, the Fortune Society, the Boys' Club, and NAACP. Its program has been supported by over fifty major New York City corporations who have been willing to offer support and technical expertise.

The rich resources that Jobs for Youth has developed were called upon to provide the Right-to-Read Academy Program with volunteer help, vocational materials, speakers, financial aid, and help to disseminate information about the program.

Section 2.3 Community involvement

The public and private resources described in 2.2 formed the background for community involvement in the project. The Reading Academy Program welcomed participants from all areas of New York City. The involvement of

representatives from the immediate geographic area were enlisted to provide a core of people who are aware of the impact the Jobs for Youth Right-to-Read Academy Program could have on their own constituencies. To provide the needed input, several of the members of the unit task force were representatives from the immediate geographic area.

The corporations, youth service agencies and other resources described in 2.3 were aware of the Jobs for Youth Academy Program, and their continued involvement was encouraged through direct contact by the Jobs for Youth staff and periodic reports.

Section 2.4 Establishing objectives

Jobs for Youth, a private, nonprofit youth agency which was chartered as an educational organization by the New York State Board of Regents twenty years ago, has had a strong, reliable and productive history in serving the school drop-out. During 1978 alone, 1,100 youths and adults between the ages of 16-21 were provided with services including employment placement, personal counseling, family planning information, and entrance into educational programs. Forty-five percent of the clients sought help on their own initiative or were referred to Jobs for Youth by private youth agencies, while fifty-five percent were Persons in Need of Supervision (PINS) or delinquent youths referred by the State Division for Youth, the New York City Criminal Justice Coordinating Council and other delinquency prevention programs. Seventy percent of these youths had not completed high school, and

eighty percent of them scored less than a ninth grade reading equivalency -- some so far below they could not fill out a sample pre-employment application. These persons provide Jobs for Youth with the ready made source of clients for a Right-to-Read Academy Program.

Given a large source of clients, most of whom exhibit the tragic alienation from any school-related activity, a key set of objectives of the Jobs for Youth Right-to-Read Academy Program always involved realistic incentives to retain youths and adults in the program for a long enough period of time to enable the program to have an impact on reading skills and, by extension, possible upward job mobility.

Section 2.4.1 Operational objectives

The operational objectives of the Jobs for Youth Work-Related Reading Academy Program were:

1. to provide continued development of a competency based program that has been based upon the Adult Performance Level project and that has been adapted to the goals and clientele of Jobs for Youth.
2. to provide continued evaluation, refining and revising of Work-Related Competency Tasks identified during Jobs for Youth's first Right-to-Read Academy program year.
3. to provide development of pretests and posttests and teaching materials for the Work-Related Competency Tasks and to integrate this work with the materials development projects of the two other affiliated Jobs for Youth Educational Services programs in Boston and Chicago.

4. to teach out-of-school youth, ages 16-21, who are vocationally handicapped by a lack of functional literacy to read, to write and to do mathematical computations through a program that provides individualized and small group work-related instruction.
5. to move school dropouts, aged 16-21, whose lack of functional literacy limits their employability, into a world of work by tying their achievement in learning to read, write and do mathematical computations to their most consuming interst -- a paying job.
6. to assist program participants in achieving higher educational and career goals through a system of referrals to high school equivalency programs, vocational training programs and other educational institutions.
7. to provide a training center in New York where advanced degree university students can train as reading and learning specialists and serve a severely neglected group -- those who lack functional competence to perform adequately in their environment.
8. to evaluate and improve a model vocationally oriented literacy program that has been successfully replicated in Boston and Chicago, and to interact and cooperate with those newer programs in the development and refinement of instructional techniques and materials preparation appropriate to the targeted population of this project.

Section 2.4.2. Instructional objectives

Jobs for Youth, Inc.-New York, provided vocational, personal and educational counseling and instruction for youth and young adults aged 16-21. The addition of the educational services component to Jobs for Youth in 1976 through Right-to-Read funding enabled the needs of the Jobs for Youth clients to be met in a more comprehensive way than was possible before the program's inception. For example, the additional component offered the participants the opportunity not only to acquire functional literacy, but also to acquire the increased self-esteem, confidence and motivation that comes with learning to read, write and do mathematical computations and problem solving. Participants in the program receive both literacy instruction and vocational counseling from an interunit "case team" comprised of staff members from the counseling, education and job development components of Jobs for Youth. This approach yielded dramatic results and received recognition as a model program. The outcome was that the Jobs for Youth program, which originated in New York, was cited as a viable model worthy of replication. Through funds from sources such as the Law Enforcement Assistance Administration/DOJ, the DOL, the Fund for the Improvement of Postsecondary Education/DHEW, the Corporation for Private/Public Ventures and from other private sources, the Jobs for Youth programs now exist in Boston and Chicago. Jobs for Youth-Boston, affiliated with the New York agency, was started in 1977. A third Jobs for Youth began operation in January 1979 in Chicago. These programs operate within the same conceptual framework, yet each has the latitude and

autonomy to design and adapt functional literacy tasks to meet exigencies of the local work market.

The following definitions pertain to the instructional objectives of this project:

1. Literacy. Literacy is the ability to read, write, spell and do mathematical computations in materials used in various areas of society -- occupations, government and law, health, consumerism, and community resources. The term "literacy" as used in this project is synonymous with the following terms commonly found in the literature on this subject: "life-coping skills," "functional literacy," "functional competency," and "survival skills."
2. Work-related. Work-related literacy pertains specifically to those reading, writing, speaking, spelling and mathematical computational and problem solving skills needed to gain and hold employment in entry level jobs.
3. Participants. Participants are clients of Jobs for Youth who, in conference with their counselor, elect to register in the Jobs for Youth Educational Services.
4. Regular attendance. Regular attendance means one's status in Educational Services is maintained. A person is "dropped" when his/her absences exceeds five contiguous sessions. A positive "termination" occurs if the person is referred to another educational

institution or program, moves away from the area, or has a successful job placement. A person may "reenter" after consultation with his/her counselor and instructor.

5. Minimum participation. Minimum participation in this project means regular attendance for a two month period or forty hours of instruction if regular attendance was interrupted for an appropriate reason (e.g., a successful job placement, health).
6. Jobs for Youth Work-Related Curriculum. The Jobs for Youth Work-Related curriculum consists of a set of instructional competencies that have been identified as being important to obtaining and holding entry level employment. At the Jobs for Youth-New York program, these consist of twelve basic competencies. See Appendix A.
7. Individually designed curriculum. An individually designed curriculum is a series of instructional objectives selected from the Jobs for Youth Work-Related Curriculum for a participant after an assessment by a screening test, counselor evaluation, informal pre and post tests to the basic competencies, and an informal reading inventory (See Part Four - Instructional Program).

The instructional objectives of the Reading Academy for Jobs for Youth-New York were:

1. After regular attendance the participants in the Reading Academy program will show significant

improvement in reading and mathematical computation as measured by a standardized achievement test.

2. The participants will show satisfactory growth toward literacy through instruction in an individually designed program of study based upon the Jobs for Youth Work-Related Curriculum.
3. The participants in the Reading Academy program will demonstrate improved self-esteem, attitude toward learning, motivation and confidence as measured by attendance in the program, job attendance, counselor and instructor reports and self-reports.
4. The staff members will perform task analyses of participants' jobs to identify work-related tasks which are job specific and include them in the participants' individually designed curriculum.
5. The Reading Academy program staff will demonstrate their sensitivity to the affective needs of the participants by adjusting their instructional methods accordingly.

Section 2.4.3. Product objectives

An important part of the Jobs for Youth Work-Related Literacy program was the adaption of commercial materials to the specific needs of the participants and the preparation of other instructional materials by the program staff. These other instructional materials consist of pre and post tests for the Work-Related Literacy Tasks, teaching materials and practice materials. As affiliated Jobs for Youth programs

have developed in other cities, each showed a propensity for a particular aspect of the program. The Jobs for Youth-Boston educational program, for instance, capitalized on the preliminary work of Jobs for Youth-New York's efforts to develop instructional materials and had the opportunity to refine those and to produce others. A product objective, then, was:

1. The Jobs for Youth-New York staff will work in concert with the staffs of the other affiliated Jobs for Youth Educational Services in the adaption, refinement, and production of work-related literacy instructional materials.

Also, under supplemental funding, the three Jobs for Youth programs participated in a longitudinal nation-wide research project under the auspices of the Corporation for Public/Private Ventures. To this end, our objective was:

2. The Jobs for Youth-New York staff will cooperate in the research and assessment of the effectiveness of its pre-employment educational services for increasing the employability of disadvantaged youth.

Section 2.4.4. Staff development

Staff members of the Jobs for Youth Educational Services, from which the Reading Academy Program staff was drawn, had a broader constellation of qualifications than might be expected from candidates for other reading programs. Wider ranging expertise and experience was necessary because the participants in the program represent a combination of problems which were extremely difficult to deal with.

These were persons whose poor level of academic functioning created frustration, anger or withdrawal in educational settings, low self-image, insecurity and wariness toward authority figures. In general, an unemployed adult reading at a very low level is more difficult to reach and teach than a younger school child with the same reading difficulties. The following general criteria were established as a guide in the recruitment of staff.

a. Candidates should possess, or be in the final stages of acquiring, an advanced degree in the teaching of reading.
b. Candidates should be able to perform individual and group diagnostic-prescriptive evaluation.
c. Candidates should have tutoring or clinical experience.
d. Candidates should have some familiarity with Black and Spanish influenced English language dialects.
e. Candidates should have some prior administrative or supervisory experience.
f. Candidates should have prior experience working with individuals generally retarded in reading development.
g. Candidates should have the ability to locate, make contact, and set up procedures for recruitment of staff, especially volunteers, when needed.
h. Candidates should have prior experience working with persons 16-21 years of age.

i. Candidates should have prior experience working in non-school settings with persons similar to the target population.

j. Candidates should know, or be able to assess, community resources which are available to the program.

k. Candidates should know, or be able to locate, existing materials available to teach the target population.

l. Candidates should be able to plan a research project.

m. Candidates should be able to implement and provide for the evaluation of a research project.

n. Candidates should have an understanding of how persons 16-21 learn and how the target population learns to read.

o. Candidates should have prior staff training ability and experience.

p. Candidates should have the ability to recognize visual and auditory difficulties.

Section 2.4.5. Staffing patterns

In order to permit individualized instruction and tailored teaching activities for every client, regular interface with counselors, and ongoing programmatic research and development, the professional staff consisted of a director and three instructors and one staff assistant. The responsibilities for teaching and program development were delegated horizontally. Different instructors then had additional responsibilities for each of the following tasks:

* curriculum development
* resource development (including linkages to alternative educational and vocational training institutions)
* in-service training
* outreach
* supervision of college interns.

Interns from appropriate Education training programs supplemented the professional staff. In New York, graduate students in Reading have been part of Educational Services since October 1976. These students were committed to teaching and came already skilled in many techniques. The internship at Jobs for Youth served as a practicum to fulfill course requirements. The students were carefully interviewed before joining Jobs for Youth and were given an orientation to the agency and to the specific practices in Educational Services. Careful selection and additional training and supervision by Jobs for Youth instructors helped insure generally enthusiastic, reliable and skilled personnel to augment the professional staff.

Job descriptions of each staff member are presented in Part 6. The use of volunteers is discussed in Part 6, Section 6.2.

Section 2.4.6. Staff training

The professional staff held weekly meetings at which both administrative and instructional topics were discussed.

Volunteers and interns were invited to these meetings. Topics discussed at the weekly staff meetings included discussion of students' progress and/or special needs, different means of informally assessing interest and attitude toward instruction, alternate diagnostic measures to assess specific reading competencies, ways of generating general and specific vocabulary growth, and revision of the work-related competencies.

Topics pertinent to the whole agency were presented by professionals in the appropriate fields: Juvenile Justice, Drug Counseling, the Welfare System, Organized Labor, etc. These in-service seminars were prepared for the interest and training of all Jobs for Youth staff members.

Jobs for Youth personnel also participated in staff retreats for the continued improvement of inter-staff communication and productivity.

Another important part of staff training was attendance and participation in professional meetings. During 1976-79 funding of the Jobs for Youth-New York Reading Academy program, the staff attended regional and national conferences of Right-to-Read, the International Reading Association, the National Council of Teachers of English, the New York State Reading Association and the National Conference on Urban Education. Also, various staff members made seminar and workshop presentations at these meetings about various aspects of the model Jobs for Youth work-related literacy program.

PART THREE - PARTICIPANT RECRUITMENT AND RETENTION

Section 3.1 Recruitment

By necessity, Jobs for Youth-New York served only a small fraction of the hundreds of thousands of unemployed youth in New York City. For this reason, a massive outreach campaign never was justified. At the inception of the Reading Academy at Jobs for Youth in 1976, recruitment consisted of notifying social agencies which were already referring clients of this new programmatic component, developing and having broadcast a thirty-second and ten-second public service announcement, and placing an announcement in the education supplement of the New York Times.

Afterward, outreach and recruitment for the Reading Academy was done through three principle sources of referral to the overall Jobs for Youth program: social agency referral, referral from the criminal justice system (including truant "status offenders" referred from the schools) and "walk-ins" who heard about our activities from friends and relatives.

A list of the major sources of referrals to Jobs for Youth appears on the next page.

Section 3.2. Description of participants to be served

In the Jobs for Youth tradition, the Jobs for Youth-New York Reading Academy Program concentrated its services on youth recruited with special employment problems. The group predominantly contained untrained dropouts and youths who might have had some contact with the law. Writing, reading

JOBS FOR YOUTH REFERRAL AGENCIES

Alpha School
Argus Community School
BASH
Bronx Career Counseling & Resource Center
Children & Youth Development Services
Children's Aide Society
Community Action Youth Alliance (CAYA)
Community Council of Greater New York
Court Employment Project
Covenant House
Criminal Court
- Brooklyn
- Bronx
- Manhattan
- Queens

Department of Correction
Department of Probation
- Brooklyn
- Bronx
- Manhattan
- Queens

Division for Youth
The Door
East Harlem Interfaith Youth Committee
Goddard Riverside Community Center
Hamilton Madison House
Harlem Probation Project
Henry Street Settlement House
Hudson Guild Counseling Services
Inwood House
Leake & Watts
Legal Aide Services
Lincoln Hall
Mount Sinai Hospital Adolescent Clinic
Mobilization for Youth
Neighborhood Youth Corps
New York City Youth Board
New York Foundling Home
New York State Department of Parole
North Bronx Family Service Center
Offender Aide Restoration (OAR)
Project Rebound
St. John's Residence
South Bronx OEDC
Sheltering Arms
Supreme Court Probation
TIP
Tri-Agency

and mathematical computation skills were low and, although the primary language was English, both non-native speakers of English and native speakers of English had limited ability to communicate in English. Many of the youths were unfamiliar with the basic skills needed in entry level jobs; and, in many cases, the majority had worked before and where they had, the jobs had been within the secondary economy. All were disadvantaged and, generally, lacked the brokering skills and help which relatives and friends usually provide to more privileged youngsters -- in helping them with appropriate referrals to local employers and in providing good role models that would give youngsters a positive image of working life.

Within these general parameters, for its Reading Academy Program, Jobs for Youth recruited youngsters with the following characteristics via (a) its referral system of social service agencies, offices and programs connected with the criminal justice system, and (b) its "walk-in" facility where youngsters referred themselves:

1. 16 to 21 years of age
2. economically disadvantaged
3. out of school
4. out of work
5. New York City residents
6. demonstrating limited and/or unsuccessful employment histories.

NOTE: During 1978, Jobs for Youth-New York received a small private grant to help research and improve, where possible, its employment services for female clients. Those services which had already been improved, such as the use by counselors of a referral network of agencies especially developed to better meet the needs of young females, was made available to female participants of the Jobs for Youth-New York Reading Academy.

Section 3.3 Retention

The Jobs for Youth agency was particularly well-suited to provide major incentives to participants to remain in its program. Jobs for Youth has always been highly successful in obtaining employment for its clients. Of over 1,100 persons served in 1978, nearly 800 were referred to beginning jobs, and of these, about 450 were successful in securing employment at least once. To retain clients, Jobs for Youth-New York provided the following incentives: transportation and lunch money; help in preparation of working papers and job application forms; distribution of family planning materials; availability of typewriters for practice; educational and vocational counseling.

The Reading Academy Program at Jobs for Youth provided further retention incentives such as;

a. Small stipends for participants in the educational services program (funded by private sources).
b. Improved employability as a result of inproved literacy. Jobs for Youth made special effort to

help individuals gain a job or a better job for those reaching specified educational objectives.

c. Upward job mobility as a result of literacy gains.

d. Involving employers by informing them of participants' progress and encouraging the granting of salary increments and/or promotions for achievement in the reading program.

e. Direct help on an individual basis for participants' learning problems.

f. Immediate counseling help for personal or vocational problems.

g. Referrals to agencies for visual or auditory evaluation when needed.

Since 1976, the addition of a Right-to-Read Academy Program to Jobs for Youth-New York's counseling and placement services created a multifaceted program which more completely met the needs of the school dropouts who came to Jobs for Youth for help. Since Jobs for Youth receives private and government funding, the Reading Academy Program was supplemented with a complete dimension of its own. Counseling and other support services was available without the need for additional Right-to-Read funding.

During the three years of Jobs for Youth-New York's Reading Academy Program, 535 different individuals received instruction. The average stay during each individual's first cycle in the program (see Section 2.4.2 for an explanation of "drop", "terminated", and "reenter"), was two and one-half months. Approximately forty percent of the participants reentered the program at another time.

During the first year of operation, the average weekly roster was approximately sixty-five participants. During the second year, the active roster averaged about eighty participants. The program functioned with a maximum capacity of eighty-five active participants. During much of the second year, the Reading Academy participation exceeded the maximum capacity, and occasionally, a waiting list had to be maintained, but never for more than two weeks. During the third year, the active roster averaged about sixty participants.

Attendance records during the first year showed that the average retention rate during a participant's first cycle was about three and one-half months. During the second and third year, the average retention rate of new entrants during their first cycle was about two and one-half months.

There has been little evidence as to how these attendance figures compare to the "industry" in general. The instructional program, as more fully described in Part Four, was organized in a laboratory setting and based upon competencies. Participants entered and left the program for a variety of reasons. Retention figures, while important, do not directly reveal the success or failure of this type of program. For example, one fact which affected the minimum longevity of the participants was Jobs for Youth's prime goal of placing individuals in job situations as soon as possible after they became Jobs for Youth clients. It was rare that individuals were actively associated with the agency for more than two months without being designated "job ready." By this time most participants

were given opportunities to interview for employment, or they had been dropped from the program, or they had been referred to a more appropriate agency. Youth participating in the Jobs for Youth-New York Reading Academy Program were either continuing their learning after employment, or they had returned to the Academy "between" jobs. Very few individuals maintained a regular attendance in the program without seeking or being considered for jobs.

An important question about the Jobs for Youth Educational Services program (which included the Work-Related Literacy program funded by Right-to-Read) is: What is the long term effect on the participants of this type of intervention? Jobs for Youth-New York and its two affiliates participated in a longitudinal research study under the auspices and funding of the Corporation for Public/Private Ventures to seek an answer to that question. When that study is completed, in early 1980 with follow-up in 1981, it may be possible to determine the direct relationship of length of stay in educational services and an individual's ability to retain and advance from entry level job situations.

PART FOUR - INSTRUCTIONAL PROGRAM

In order to fully appreciate the unique aspect of the Reading Academy at Jobs for Youth-New York, it is important to understand the functioning of the total Jobs for Youth program and the definition of literacy underlying the work-related curriculum of the educational services component. The next two sections of this report contain information quoted directly from the Jobs for Youth Educational Services Operational Manual. Jobs for Youth-New York and its affiliates in Boston and Chicago subscribe to a basic concept. The specific curriculums vary only as the needs of the local participants and work market demands.

The basic philosophy of the Jobs for Youth Educational Services was developed at Jobs for Youth-New York with the assistance of a Right-to-Read Academy grant. The program was recognized as a model one by the U.S. Office of Education. Through a grant from the Fund for the Improvement of Post-secondary Education, the philosophy, curriculum and operations of Jobs for Youth Educational Services was formalized and the replicability of the model was tested via funding for the development of Jobs for Youth-Boston Educational Services. After successful replication in Boston, the model is being implemented in Chicago through grants from the Corporation for Private/Public Ventures.

Section 4.1 JOBS FOR YOUTH, PARENT AGENCY

Section 4.1.1 Agency operation

"Jobs for Youth was founded in 1958 to provide assistance in finding employment to economically disadvantaged young men and women between 16 and 21 years of age, who no longer are in school. Today, the agency, with affiliates in Chicago and Boston, offers a wide range of services in the areas of vocational counseling, job placement and education.

"In the process of preparing the clients for job readiness, they are made aware of their responsibilities once they have entered the job experience.

"The key to Jobs for Youth is the interdependency and team delivery approach of its three basic components. Employer Services develops and maintains job openings in the private sector, while Counseling accepts and prepares clients to work in these positions. Educational Services, the third adjunct, develops relevant and fundamental job-related and life-coping skills appropriate to job placement and/or upgrading.

"A fourth component, Operations, provides the coordination of general office routine, clerical support, and fiscal and grant management. In addition, Operations maintains Jobs for Youth's professionally designed Management Information System. This system documents all client and employer action and provides for easy retrieval and comparison of data.

Section 4.1.2 Employer Services

"Job development is an ongoing effort at Jobs for Youth, and techniques aimed at the small and middle-sized employer include: free publicity and paid advertisements in trade journals and community newspapers; bulk rate mailings of promotional materials; exhibits at trade shows and professional business organizations; and, most effective, door-to-door canvassing by college intern Employer Services Representatives. When an employer notifies Jobs for Youth of an opening, these Representatives identify what the job entails and provide this information to the Counseling staff. Counselors select the young man or woman best suited for the opening, and an interview is arranged with the employer. When the youth is hired, the Jobs for Youth follow-up begins.

"The Employer Services Representative verifies that the youth is on the job, punctual and efficient; then he stays in close contact with the employer to keep small problems from becoming large ones. This regular employer contact also allows us to monitor the employer himself, to be certain that he is continuing to provide a fair and constructive work experience for our client.

Section 4.1.3 Counseling

"The objective of voational counseling is to provide short term evaluative and job-readiness counseling to help out-of-school youths prepare for full time job experience. Additionally, the Counseling staff continues to be supportive once the client is on the job.

"Young people who wish to participate in the Jobs for Youth program are identified and referred by community-based social service agencies, or they may apply directly. The introduction to the dynamics of the employment process takes place at the Orientation Workshop, held weekly. Entrance is by appointment. The purpose of Orientation is to present, in detail, appropriate job-seeking behaviors (i.e., punctuality and proper appearance, the correct completion of a job application, interviewing skills, etc.). At this session tests are given to assess basic reading and math skills. At the conclusion of the workshop each youth is assigned to a vocational counselor who continues the job preparation process.

"The critical phase of the counseling process is the series of individual interviews each client has with his/her counselor before being referred to a job. During these interviews, the counselor-client relationship is established and the program options are outlined to the client. These options include: direct job placement; entrance into Educational Services for concurrent instruction in functional job-readiness skills; referral to alternative educational, counseling, or training programs; and participation in the Work Evaluation Project (WEP), a two-week supportive work experience to assess a youth's capabilities and to provide constructive feedback about his work performance.

"Once the client is working, both the Counseling and Employer Services staffs undertake a variety of supportive services to maintain the work experience and to monitor

progress. Clients are contacted weekly for the first month, and then monthly for the term of employment to assess vocational adjustment. Clients are encouraged to return to Jobs for Youth for Educational Services.

"These continuing contact techniques allow Jobs for Youth to monitor clients' progress, negotiate with the employer for raises and promotions when warranted, and explore training and educational opportunities with the client.

Section 4.1.4 Operations

"Beyond being charged with the efficient maintenance of daily office routine, the Operations staff provides clerical support and oversees fiscal management, personnel administration, and the Jobs for Youth Management Information System (MIS). The MIS was designed by a professional management consulting firm to provide a method of generating, holding, and retrieving data related to the vocational development of the Jobs for Youth population. Evaluation of the operation of a Jobs for Youth office is made from two points of view. One is the client: who is served, and how they are served. The other is job development: how are jobs developed, and at what cost.

PHILOSOPHICAL FRAMEWORK

Section 4.2 Educational Services

"The participants in the Jobs for Youth Educational Services Program are those who have been failed by traditional

educational and remedial approaches. Most of the youth have experienced the type of remediation that stresses word recognition and comprehension skills, yet they remain unable to read the wide range of expository and non-discourse writing that must be dealt with in many daily reading tasks.

"Job-related reading tasks have their own factors of readability that are not necessarily the same as those of narrative or expository writing. "Literacy," once conceived of as a score on a standardized test, has been more recently defined as a functional competence which changes with the reading task. Embracing this philosophy, Educational Services has chosen an alternate route to literacy training: it omits defined sets of skills such as phonics, finding the main idea and locating details in favor of direct hands-on learning of functional literacy skills.

"Numerous job-related reading materials confront many adolescents and young adults. For example, one is represented by the directions for filling out an application form for a Social Security card. Other applications which young people find themselves having to read are job applications, store credit applications and loan applications. A second job-related reading task is an occupational want ad. Other advertisements which young people encounter in job (and/or life-coping) related reading are telephone directory advertisements (indicating someone's services for hire) and general consumer advertisements (indicating a product for sale). A third sample reading task is from a typical invoice, which differs greatly in format and language from both the application and the advertisements.

"Each of these situations requires different reading and thinking strategies from each other, and from the reading of expository writing. For example, the task for completing the application requires the following of specific directions. The want ad requires the ability to differentiate between information indicating the job requirements and the job benefits. In reading an invoice, the task required may be the understanding of abbreviations.

"The same is true for mathematics, writing, and problem solving. Making change in a store is quite different from adding or subtracting figures on a page. Writing a resume requires different organizational strategies than does essay writing. The logic involved in matching personal strengths and aspirations to a career is a radical departure from selecting a correct multiple choice answer.

"Current research shows that when literacy is measured through applied performance tests -- as opposed to standardized achievement tests -- even many adults with a high school education can be classified as functionally illiterate.

"The Jobs for Youth non-academic, work-related/life-coping curriculum reflects these implications, which are well summarized by the National Right-to-Read Effort's definition of a functionally literate individual:

> One who has acquired the essential knowledge and skills in reading, writing and computation required for effective functioning in society, and whose attainment in such skills makes it possible for him to develop new attitudes and to participate actively in the life of his times.

"Since the basic objective of the agency is to place young people in unsubsidized, "real work" private sector jobs, the logical consequence of this view is that precisely those skills needed for a particular job must be taught. Many functional competencies have been identified that are directly relevant to job placement and advancement. Successful job performance and job retention further depend, however, upon an individual's ability to cope with his society and its institutions. The U.S. Office of Education's Adult Performance Level Project (APL) has identified general domains essential to the daily life of adults -- community resources, occupational knowledge, consumer economics, health and government, and law. The core of the Educational Services curriculum is thus the result of our attempt to combine specific skills and general knowledge into clearly stated functional competencies.

"As one would expect, clients come to Jobs for Youth with a wide range of skills and personal goals. Because the Educational Services staff is committed to the proposition that motivation to learn is directly related to need for the application of that knowledge, the curriculum is individualized to address the context of each individual's goals and immediate needs. While learning in small groups occurs occasionally, most of the program centers on individually paced, self-directed activities. Clients develop long-term goals such as career choice and continuing education under the guidance of their counselors and aided by the instructors. It is

these goals which then provide the framework for the setting of short-term educational objectives and for the selection and sequencing of specific work-related, life-coping competencies.

Section 4.2.1 Summary

"Jobs for Youth Educational Services is designed to equip young people with the functional competencies they need to make a successful transition to meaningful employment. The educational process begins by finding out what the student initially wants to do. Goals are defined around which educational training is built.

"The program meets its basic objectives by:

1. meeting individual job-related or life-coping needs of clients;
2. making students aware of the occupational and life-coping uses of every "subject," including critical thinking and problem solving techniques;
3. defining curriculum in terms of performance tasks which focus on what the client will be able to do at the end of instruction;
4. systematically selecting competencies that are appropriate to client goals; often these are short-term, designed to meet immediate employment needs.

Section 4.3 Integration with existing Jobs for Youth departments

"As previously stated, Educational Services was created to support an already established counseling and placement

program. This support has not changed; rather, it has strengthened the service impact of the existing programs and functions as an equal partner in the job-readiness process.

"Program interface is built into the structure of Jobs for Youth and plays a vital role in curriculum and instruction. As vocational advisors, counselors provide useful insights for guiding instructors in the selection of educational goals to meet their clients' objectives. Similarly, Employer Services brings its contact with employers to Educational Services, allowing it to incorporate employer expectations into program planning.

"The team approach is crucial to the philosophy of Jobs for Youth, and clients should view the educational program as another support mechanism toward the attainment of vocational goals. The combined efforts of the three Jobs for Youth components are reflected in the following formal and informal procedures:

1. Orientation
2. Consultation and Intake Procedures
3. "Getting Job-Ready" Group
4. Counseling/Educational Services "Teams" and Meetings
5. Work Evaluation Project (WEP)
6. Employer Services: Questionnair, Advisory Board
7. Statistical Reports

Section 4.4 General description

"The Educational Services curriculum is composed of a set of functional competencies which its participants should possess in order to successfully find, hold and advance from

entry level employment. These competencies are defined and taught through specific task-oriented activities which bear directly on employability and survival skills (e.g., the ability to complete a job application, read a want ad, compute take-home pay, make price comparisons, etc.). Since each competency focuses on a "real-life task" which the participant will be able to do at the end of instruction, the reading, writing, and mathematical computational skills required for mastery of a competency are viewed and accepted by the learner as a means to that desired end (see Appendix A).

"A work-related, competency-based curriculum thus ensures a direct match between "academic" skills and actual job/life demands. Mastery of competencies yields two favorable results: (1) increased literacy or problem-solving capabilities, and (2) proficiency in a job-oriented or life-coping skill. Although the Educational Services of New York and Boston have identified lists of "core" competencies which provide ready reference for planning, participants are not required to "fit" into an established curriculum. Appropriate competencies are selected to meet individual goals. If a client articulates a need for which there is no currently defined competency, a curriculum will be developed to meet that need.

"Implicit in this concept is the continuous intertwining of education and work. The old idea of "completing" one's education and then going to work is replaced by the notion that the entry level worker may return to the learning center for retooling, upgrading, or self-improvement while he is employed. As different opportunities impose different

demands, education is designed to facilitate successful work experiences. Educational Services strives to maintain an atmosphere which invites clients to return whenever a job-related problem arises.

"A subsidiary aim of Educational Services is, therefore, to assist clients in furthering their educations and developing career goals. Individual programs are designed to aid clients in entering vocational training programs or adult education classes. Curriculum is designed to meet the entrance requirements of the respective programs. It is our further objective to develop a series of instructional modules for career awareness which will allow participants to explore occupational clusters by means of a language experience, problem-solving approach.

Section 4.4.1 Combines structure and flexibility

"All participants in the program are expected to master certain basic work-related competencies in addition to their chosen areas of interest. This is not, however, a rigid procedure. There is no "scope and sequence." Instruction is always sequenced to accommodate clients' different learning styles. The competency lists shown in Appendix A represent those in current use by Educational Services in New York. Since new competencies are developed as needs are identified, flexibility is an inherent part of any competency-based curriculum.

Section 4.4.2 An ongoing assessment

"Instruction begins with the administration of a criterion-referenced pre-test in a selected competency. This assessment provides initial instructional information from which an individual's curriculum is planned. And it served to alert the participant to the focus of instruction. At the outset, a relationship is seen between what one is being asked to learn and what is expected to be done at the end of instruction.

"Instructional objectives which idenfity the "academic" skills necessary for mastery of a given competency are developed and documented for all competencies. Example: A student working to become competent in computing sales slips will ultimately need to have the ability to multiply whole numbers and decimals in order to derive sales tax. Therefore, the "ability to multiply multiple digit integers by hundredths" is one of a list of instructional objectives (or "tasks" or "skills") that a student must accomplish in order to master the competency. Each pre-test includes samples of the criteria identified for successful performance of a competency. As pre- and post-tests are designed, item analyses are performed which compare the test questions to the stated instructional objectives. Some students may indicate need for instruction in only one or two of these tasks, while others may need them all. The pre-test determines which of the criteria for mastery are to be included as instructional objectives in each student's curriculum.

"The students works at his or her own pace and up to his own level in each competency. She/he might spend time learning and practicing what appears to be a "traditional" computational skill, but it is always within the context of a work-related problem. It is important for the client to keep sight of his goal (to be able to compute sales slips and qualify for a position as a cashier or waiter); but the instruction must include tasks which will get him there.

"Since instruction is geared to progress through a series of specific tasks, attainment of each of these marks an informal measure of progress. By consulting the task analysis sheet, both instructor and student know at any time what strides have been made toward mastery of the final competency. Assessment and instruction is thus an ongoing process, constantly monitored by the professional staff.

Section 4.4.3 Measurement

"Completion, or mastery of a competency, is evaluated through follow-up testing. In order to demonstrate mastery, a student receives a post-test, parallel in construction and content to the pre-test he took at the beginning of instruction. Criterion for mastery is a pre-determined performance level of 80 to 90 percent accuracy. The competency checklist indicates the dates on which a competency was pre-tested, initially taught, and subsequently mastered by the student.

"Formal follow-up testing occurs every two months. At those times the standardized test administered at Orientation is readministered.

Section 4.4.4 WEP Program

"Another aspect of the Educational Services curriculum comes through Jobs for Youth's Work Evaluation Project (WEP). This project, under the supervision of the Jobs for Youth Director of Counseling, provides youths with temporary part time work at Jobs for Youth, for a period of two weeks. The purpose of WEP is to provide a further evaluation of clients whose job-readiness is still questionable and/or to observe and modify the work habits of those who have been terminated from their jobs for undefined reasons, such as "unsatisfactory performance."

"Educational Services provides diagnostic and follow-up teaching activities to clients who will be working in the WEP program. Information derived from this session may be used by the counselors and other departments in the planning and assigning of a particular WEP client's duties.

"The activities included in the WEP assessment and instructional phase are identified on the WEP evaluation form. This provides another visible link between education and work and may also encourage the WEP client to enter Educational Services and pursue other activities specified on the competency sheet. WEP clients who are already members of the Educational Services program integrate their WEP activities into their other work-related curriculum. Sample WEP activities are presented in the section, "Homemade Materials."

Section 4.4.5 Laboratory setting

"Students may enter the program at any time and participate until their goals are reached. This could involve a single session to meet an immediate need for employment or develop into an ongoing program designed to assess new needs and redefine goals. Many participants who complete short-term goals and leave Educational Services do return at some future date to pursue new interests. The element that does not vary among participants is Jobs for Youth's philosophy that education expedite, not delay, job placement. Though many choose to remain in the program while they are working, no one is subjected to a lengthy training program in order to "qualify" for a job.

Section 4.4.6 Schedules

"The laboratory setting of Educational Services both facilitates and reflects instructional rationale. There is neither a classroom atmosphere nor a waiting period to enter a "class." As students may enter and terminate according to need, they may arrange the days and hours that are convenient for them to attend. The lab is open during the day and remains open three evenings a week until 7:00 p.m. to accommodate those who are employed during the day.

"Recommended participation in the program is six hours a week, or about three two-hour sessions. Those who are employed full time generally attend two-hour sessions twice a week.

Section 4.4.7 Routine

"All students learn to follow the basic routine of the lab, which is patterned after an employment situation. Students sign in on their own Attendance Cards, locate their work folders in the files, and begin working at the point at which they ended their last session. This is much the same as punching a time card, reporting to a work station, and beginning a daily regimen -- all without direct supervision from the boss.

"Students may work independently on assignments provided by the instructional staff (who prepare and monitor their work) or receive direct instruction from a staff member. Assignments are created to meet the individual needs of each student and are also designed to allow for the greatest possible amount of student independence.

Section 4.5 Materials

"Both commercial and homemade materials are used to support the curriculum. Further, when curriculum materials contain appropriate content but inadequate teaching material, the staff writes the accompanying lessons. The staff has made use of resources and materials available from the community and have ordered extensively from the Educators Index of Free Materials (DuVall and Krepel, eds., Educators Progress Service, Inc., Randolph, Wisconsin 53956). The Index is annotated and revised annually and includes listings of pamphlets, magazines, bulletins, booklets, maps, exhibits, charts, posters and books which give recent information not available elsewhere, are available in bulk quantity at no charge, and are (relatively) free from undesirable commercialism.

Their sections titled "Vocational Education" and "Special Areas" have been of particular value.

Section 4.5.1 Homemade Materials

"The development of homemade materials is a constant process undertaken by all members of the instructional staff, as individually designed lessons are an integral part of the teaching/learning process. Many of these lessons are subsequently refined for incorporation into the educational materials file.

"The development process. Before a lesson can be designed, its purpose must be clearly understood by the instructor. Is this intended to be a teaching lesson (to introduce a new skill or procedure), or is it a follow-up lesson (to review information previously taught)? Teaching lessons are always designed to require a certain amount of direct teacher involvement; follow-up lessons are those most frequently designed to allow the student to work alone.

"All materials for inclusion in the curriculum are now being revised to conform to a standard format. At the top of each activity or pre/post-test, information is presented in the following style:

COMPETENCY:	Compute Sales Slips
OBJECTIVE:	When you finish this lesson, you will be able to compute sales tax by multiplying with decimal fractions in the hundredths place.
DIRECTIONS:	Compute the total cost of each purchase made by customers in a hardware store. Multiply the total cost of each purchase by .05 to determine the amount of sales tax. Add the sales tax to the amount of purchase to determine the final payment due.

Adherence to a consistent, uniform style promotes well-defined and clearly focused lessons. Both students and instructors know what the intended outcome should be and how this fits into mastery of a competency...

"New materials are circulated among the staff for their suggestions and final approval before they are added to the file. Each staff member is thus aware of and able to utilize the activities created by his colleagues, thus eliminating unnecessary duplication of effort.

Section 4.5.2 Commercial Materials

"A selected bibliography of commercially published materials is maintained from which specific instructional books are ordered."

PART FIVE -- EVALUATION

The Reading Academy incorporated the three assessment and evaluation processes that form a continuous part of Jobs for Youth's Educational Services. (1) Student assessment was fundamental to the instructional program. (2) Formative program assessment represented an ongoing monitoring and analysis of program performance in relation to the intended program goals. (3) Summative evaluation indicated end-point statements of the degree to which the program meets outcomes specified for a given time period. In addition, Jobs for Youth-New York was involved in a study designed to indicate the impact of the program in helping Jobs for Youth participants obtain, hold, and advance in employment.

Section 5.1 Student assessment

As the curriculum description (Part Four) indicates, continuous student assessment was integral to instruction. The following five sources of information in assessing student progress and needs were used: (1) competency-based pre- and post-tests; (2) informal academic assessment; (3) instructor observation; and (4) standardized tests.

1. Competency pre- and post-tests simulated the tasks which students were required to perform in obtaining employment or in functioning independently. These informal tests formed the core of competency-based instruction. The pre-tests identified student needs and determined previous mastery of skills. They also served as criteria for helping determine job-ready status. Post-tests indicated whether instruction has resulted in mastery of a given competency.
2. Informal academic assessment consisted of reading and math inventories administered by instructors in order to determine how a student performed. Results of these inventories aided in planning an individual's instruction.
3. Instructor observation provided continuous monitoring of students' performance and progress. On a daily basis, instructors noted relevant observations on each student's activity sheet. Observation included scores on tasks assigned, behavioral insights and suggestions for activities and instructional approaches which would be effective.

4. Standardized tests played a relatively minor role in student evaluation. The test results were used primarily as an indication of the progress made by the total population in terms of standard academic achievement. Grade standardized tests occasionally served to help place clients in training programs or to help clients qualify to receive a high school diploma. Standardized tests were given to all Jobs for Youth clients at Orientation. Those individuals who entered the Reading Academy took the standardized tests at two-month intervals. The ABLE (Adult Basic Learning Examination), published by Harcourt Brace Jovanovich, was the standardized test currently in use.

Formative program assessment refers to the ongoing assessment of program performance. This process occured primarily through use of informal analysis of instructional techniques and materials. Formative assessment also included review of program objectives in terms of feasibility and relevance to overall agency objectives. Such evaluation frequently led to modification of materials and addition to or change in the work related and survival competencies. Broader program goals, such as statements of process and product outcomes, were modified. This evaluation process was crucial to maintaining an effective and vital instructional program.

Summative evaluation consisted of formal analysis and statements of the degree to which the process and product objectives were met. Such evaluations occurred at specified

periods during the program year.

Section 5.2 Impact study

Under separate funding a study was begun of the impact of the program on the abilities of the Jobs for Youth clients to obtain, hold, advance from. or secure more easily a second or third job placement. "Success" will be measured by job placement, job longevity in first and subsequent jobs, and, whenever information is available, by job attendance.

While the Educational Services staff has always been able to document that it has increased the ability of its students to perform in the competencies which it teaches, there remains no documentation that the program affects long-term job placement or retention. The study will compare clients who enter Educational Services with those who do not. Reporting procedures for generating relevant data are already being devised and coordinated by the Corporation for Public/Private Ventures.

PART SIX -- PROJECT DIRECTOR AND STAFF

Section 6.1 Staff

Section 2.4.4 contains the criteria used in the hiring and development of staff. The Reading Academy Program staff was comprised of a director who incorporated the general characteristics required of staff. The intent in this demand was not to have overlapping or duplication of expertise or experience but to have a director who could provide strong administrative leadership, organizational and training

abilities. A director who has experience and expertise in all phases of the Reading Academy Program can establish an environment conducive to staff interaction and cooperation. A mutually concerned staff will work more productively toward the realization of the project's objectives. Equally important was a director who, being aware of all aspects of the project, served as a sounding board for ideas by the staff as well as the reverse.

In addition to a responsibility for the internal workings of the program, the director also served as a liaison between the Academy program and the other components of the Jobs for Youth agency. Such responsibilities included:

a. Meeting on a regular basis with the Unit Task Force, the Reading Academy Program staff, Jobs for Youth administration to discuss the program's progress.
b. Organizing and supervising the writing of required project reports.
c. Responsibilility for making the project visible to potential participants and business, industry and educational institutions through periodic newsletters, community newspapers or other techniques.
d. Establishing a supervisory and training system for staff to orient them to the high intensity learning system being employed.
e. Interviewing and hiring the best qualified staff members available with an awareness that whenever possible the staff should reflect the ethnicity of the program participants.

Staff criteria have also been stated in Section 2.4.4. It was expected that staff was to exhibit the following competencies:

a. Ability to use initiative in teaching program participants.

b. Ability to seek help from other staff or the director when necessary.

c. Ability to train volunteers.

d. Sensitivity to the participants' psycho-social needs.

e. Ability to work cooperatively in a team effort.

f. Desire to improve professionally.

Appendix B contains the specific job requirements for the Reading Academy staff.

Section 6.2 Volunteers

a. General. The program had an established source of volunteers from college degree reading programs. However, it was extremely important for the participants to have a sense of stability and predictability while in the program. Volunteers who met the general criteria were further screened according to the hours per week and duration of commitment they could devote.

b. University contacts established by Jobs for Youth made it possible to enlist the aid of highly trained people in the area of reading. Masters and Doctoral degree program students worked in the Reading Academy Program as part of one or more of their course requirements. Training consisted of orientation to the system being used. The project director provided training and

supervision in return for the volunteer help. It was expected that volunteers in the program had to provide the same intensive, regular, and frequent instruction that paid staff provided.

c. Responsibilities. The requirements expected of the volunteer tutors were:

1. to teach reading to an individual program participant for a minimum of five hours per week for a minimum of twenty weeks.
2. to participate in five pre-service training sessions conducted by the project director (10-15 hours).
3. to participate in a weekly in-service session conducted by the project director or his staff.
4. to be responsible for all other objectives stated for staff members as outlined in Section 2.4.4.

d. Training. The training objectives for volunteers were the same as those for paid staff members. It must be emphasized that the university volunteers in the program generally possessed equal expertise to other staff members. Jobs for Youth provided a training center for such persons where they applied learnings acquired in advanced programs in a real setting.

PART SEVEN - THE UNIT TASK FORCE

JOBS FOR YOUTH WORK RELATED READING ACADEMY PROGRAM TASK FORCE

Teacher and volunteer, P.S. 158, remedial reading

Director, Children's Aid Society

Personnel Manager, Pfizer, New York

Sally Brown, President of Brearley School Alumnae Association and member of Brearley School Board of Trustees (JFY Board Member)

Vice President, C.J. Lawrence, Inc.

Albert Delacorte, Teacher of English as a Second Language to disadvantaged youths (JFY Board Member).

Jobs for Youth Client, local resident

Chairman, East Harlem Interfaith Neighbors

Joan Ells, Director, Jobs for Youth Employer Services

Daniel R. Hittleman, Director, Jobs for Youth Educational Services

Dr. Lawrence Kasdon, Director, The Reading & Language Center of the Graduate School, Yeshiva University (JFY Board Member)

Hal Lashin, Businessman, East Mid Manhattan Chamber of Commerce

Dr. Steven Lieberman, New York Optometric Center

Dr. Trika Smithburke, Assistant Professor of Educational Psychology, New York University

Ann Dalton, Director Youth Programming, Henry Street Settlement

Two individuals selected from those who participated in the first Right to Read Academy Program

The Director of the Centers at which satellites are establishe.

Section 7.2 **Responsibilities**

a. Assistance in program planning including the identification of the target population, the assessment of needs, and the selection of project activities and priorities;

b. Recruitment of volunteers and assistance in the mobilization of community resources;

c. Assistance in staff development programs for project staff and volunteers;

d. Assistance in identifying agencies which might serve as satellites for neighborhood reading academies;

e. Assistance in the dissemination of information about the project throughout the community;

f. Coordination of the project with other community groups, with professional organizations, and with public and private agencies;

g. Assistance in evaluating the formative and summative components of the program; and

h. Provide input toward modifying elements of the program as it progresses.

II. PARTICIPANT DATA FOR READING ACADEMY PROJECTS

1. Number of participants targeted for this project year: 200

2. Number of participants recruited during this reporting period: 122

3. Number of participants who have dropped out during of this reporting period*: 95*

4. Number of participants actively enrolled at the time of this report: 27

5. Number of participants served (cumulative if this is the Annual report): 552

6. Grantees who indicated in their application/proposal that a particular racial or ethnic group or groups would be provided reading improvement instruction should separately identify such racial/ethnic groups and the number served during this reporting period (cumulative if this is the Annual report)

Racial/Ethnic Group	No.
Black	315
Latin	217
White	19

7. Complete the following ta... if this is Annual or Final Report using Standardized Test d...

...re ...Testing ...strument	Entrance Level Grade	** No of Participants	Avg. No. Hours Of Instruction	Avg. Grade Level Gain	Age Distribution of Participants 16-18	19-25	26-35	36 & ABOVE
ABLE	1 3	39	40	1.7	23	16		
ABLE	4 - 6	60	40	1.2	37	23		
ABLE	7 - 9	43	40	.4	28	15		
	10 & Above							

1 Non-reader - Not measurable by standardized instrument

*See Section 2.4.2, item #4 for an explanation of "drop" and "reenter."

**These gains are only for those who completed forty hours of instruction.

ABLE = Adult Basic Learning Examination